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ABSTRACT

Developed during a 1968 summer institute for assisting educators of Evanston, Illinois School District 65 to develop some common understandings about crucial integration issues, this set of instructional materials on "Who's the Goat" forms one of a series of teacher "Unipacs." The specific purpose of this Unipac is to help promote integration of blacks and whites. For full abstract for the teacher Unipac series, see UD 010 461. For another of the teacher Unipac series, see UD 010 462. For the Resource Manuals, see ED 036 568-036 573. (RJ)

WHO'S THE GOAT

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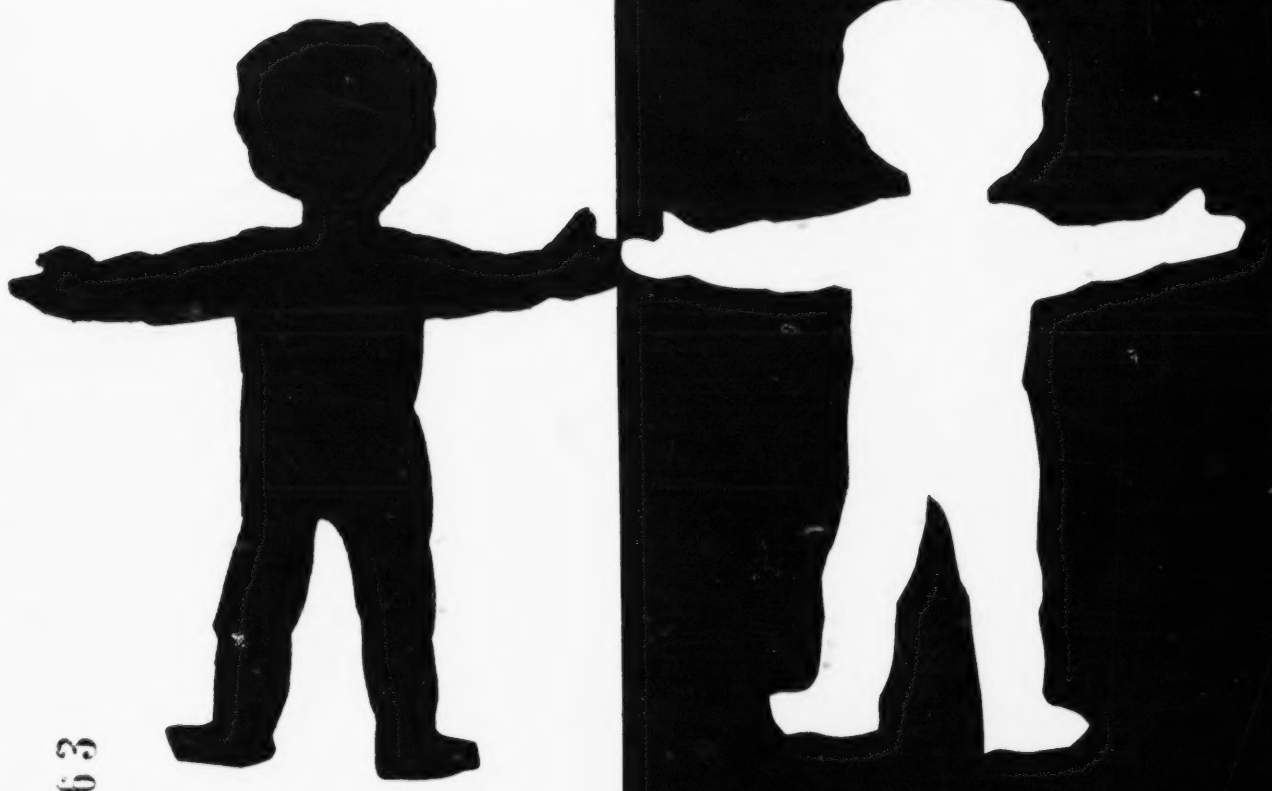

A UNIPAC

For the Teacher

Community Consolidated Schools

District 65

Evanston, Illinois

Gregory C. Coffin

Superintendent of Schools

Laval S. Wilson Project Director

ED041985

The Unipac Materials Were Developed During An In-Service Training Program Which Focused on Assisting Educators of School District 65 to Develop Some Common Understandings About Crucial Integration Issues

COMMUNITY CONSOLIDATED SCHOOLS
District 65
EVANSTON, ILLINOIS

1968 - 1969
School Year

Gregory C. Coffin
Superintendent of Schools

Laval S. Wilson
Project Director

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WHERE DO WE GO FROM HERE?

One of the great liabilities of history is that all too many people fail to remain awake through great periods of social change. Every society has its protectors of the status quo and its fraternities of the indifferent who are notorious for sleeping through revolutions. But today our very survival depends on our ability to stay awake, to adjust to new ideas, to remain vigilant and to face the challenge of change. The large house in which we live demands that we transform this world-wide neighborhood into a world-wide brotherhood. Together we must learn to live as brothers or together we will be forced to perish as fools.[1]

We will be greatly misled if we feel that the problem will work itself out. Structures of evil do not crumble by passive waiting. If history teaches anything, it is that evil is recalcitrant and determined, and never voluntarily relinquishes its hold short of an almost fanatical resistance.[2]

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[1] Martin Luther King, Jr., Where Do We Go From Here: Chaos or Community? (New York: Bantam Books, Inc., 1968), pp. 199-200.

[2] Ibid. p. 151.

"Who's the Goat?"

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INTRODUCTION OF UNIPAC MATERIALS

A Unipac is a self instructional set of materials for the student.* The term literally means a one idea package. The Unipacs developed during the 1968 Summer Integration Institute focus on furthering understandings about one of the sub-ideas included in the Teacher and Student Resource Manuals. The Unipac is similar in format to the manuals. Both utilize a Main Concept (Main Idea), Sub-Concepts (Sub-Ideas), Behavioral Objectives, and Activities. In addition, there is a pre-test and a post-test to evaluate understandings before using the Unipac and after its use. There are two sections to each Unipac, a teacher section and one for the student. The Unipac you are now reading includes both sections. Each youngster, though, will receive just the student section. The teacher section provides her with the necessary information to help each child work independently with his Unipac. In contrast, the student section is a self teaching unit for him.

Even though our Unipacs were developed as self instructional materials, consideration must be given to the skills and maturity of each student. Therefore, some eighth grade youngsters may be able, after a short introduction, to independentiy work through many Unipacs. In comparison, second or third grade students may need to proceed through such material only under the supervision of the teacher -- in large group or small group lessons.

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* In general, the Unipacs have taken the form of the model provided by The IDEA Materials Dissemination Center in South Laguna, California.

Resource Persons

At least one teacher in each school in District 65 participated in the Institute. As you implement the use of the Unipac materials, the representative(s) from your building should be invaluable as a resource. Although each Unipac is different, the format for each is very similar. Each participant, therefore, was involved in writing materials similar to the type you are about to read and can provide helpful suggestions for maximizing its use.

The Relationship Between the Unipac and Other Institute Materials

The film shorts and teacher manuals developed during the Institute are geared to furthering the understandings of teachers or other adults about crucial integration issues.* Once teachers have developed some common understandings, they then can meaningfully integrate these understandings into the classroom. The student manuals, worded in student behavioral terms, will be quite helpful to the teacher as a resource for student activities and references as she implements the ideas during various lessons. The manuals are constructed in a general to the specific framework.

To augment the various lesson ideas presented by the teacher from the teacher and student manuals, the Unipacs may be used. <u>These are geared to self instruction, depending upon the maturity of the student</u>.

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* A complete description of all the materials developed during the Summer Institute and the rationale for their use may be found in the Introduction to Materials section of each Teacher and Student Resource Manual.

Specific Suggestions for Using Unipacs

1. The Unipacs which were written to accompany a particular Teacher and Student Resource Manual should be used first with your students. After this occurs, any other Unipac which seems helpful should be used whenever the appropriate occasion arises.
2. The second teacher in-service training meeting of each month has been scheduled for the purpose of helping the teacher to implement the use of the Unipacs which go with a particular crucial issue. This meeting should be used for small group discussions, department discussions, or subject area discussions to determine the most feasible ways to integrate the particular crucial issue into classroom lessons.
3. The representative(s) from your school who participated in the Institute can serve as an invaluable resource in better understanding and implementing the use of the Unipac materials.
4. Determine whether the student has the necessary reading and conceptual skills to undertake this Unipac.
5. Give Student Unipac to youngster.
6. Assist him in understanding the pre-test and scoring procedures.
7. Even if the youngster demonstrates good understandings on the pre-tests, it might be helpful to allow him to undertake the Unipac.
8. Encourage independence in utilizing Unipac but be sensitive to the possible difficulties and needs of the student.

9. Have equipment and other needed materials available.
10. Give post-test when youngster has completed Unipac.
11. Provide the opportunity on an ongoing basis for the crucial issue to be an important aspect of the classroom learning of each student.

Concluding Remarks

The utilization of the material in a meaningful way will not be an easy task. Race relations is an emotionally packed, tense type of "happening." We are hopeful, though, that the use of this material in your classroom will be a rewarding experience for you and all of your youngsters.

SECTION I

TEACHER PACKET

IDENTIFICATION PAGE

TITLE:	"Who's the Goat?"
PRODUCER:	Ruby Murray
SUBJECT:	Common Prejudices
PERFORMANCE LEVEL:	Primary (reading skills required)
PURPOSE:	To promote integration of blacks and whites.
CONSULTANT:	Bobbie Deering
PROJECT COORDINATOR:	Annette Grubman
ARTIST:	Elyse Ruden

INSTRUCTIONS TO TEACHER

I. Instructional Approach: attitude improvement through analysis by the student. Independent study with some guidance by the teacher.

II. Identification of Learners: Reading skills required. Only students who attend a de-segregated school can complete all activities.

III. Special Instructions:

A. Equipment needed: none

B. Materials needed: none

C. Media needed: none

D. Facilities needed: none

IV. Follow-up Instructions:

A. Suggested quest opportunities: see student section.

B. Materials needed for the quest: see student section.

PRE-TEST KEY

I. 1-6: no

7: yes

8-10: no

II. 1. true

2. bad

3. goat

If the child's answers differ from these, he probably needs the Unipac. This is a decision you must make.

POST-TEST KEY

I. 1-2: yes

3-4: no

5-6: yes

7: no

8-10: yes

II. 1. true

2. bad

3. goat

These are expected answers. If the child answers differently, you will have to decide if reviewing the Unipac will help him.

POST-TEST

Part I: Draw a ring around YES or NO.

1. Would you read with any person I pick in this class? YES NO

2. If you could invite all the children in your class to your birthday party, would you? YES NO

3. Would it make any difference if you invited children of a different color to your home? YES NO

4. I would visit only children who look like me. YES NO

5. I don't care how you sound when you talk if I can understand you. YES NO

6. I don't care what color a person is if I like him. YES NO

7. I think all children who look alike should go to the same school. YES NO

8. I like to go to the movies with someone I like. I don't care what color he is. YES NO

9. I like this country because we have all different kinds of people. YES NO

10. Lots of people are smart in Mississippi. YES NO

Part II:

1. We sometimes make another child the "goat" by picking on him. (True or False -- underline the one you think it is.)

2. If we think _____ thoughts about someone who is different from us, we may be making him the "goat."

3. When I fight with someone different from myself, I may be making him the "_____."

Now, take this test to your teacher.

SECTION II

STUDENT UNIPAC

To the Student:

This is a set of materials that you may be able to complete without the help of your teacher. The materials explain what you are to do and how you are to complete the lesson.

If you find it difficult to complete the lesson by yourself, ask your teacher to help you.

PRE-TEST

Part I: Draw a ring around YES or NO.

1. If people of a different color moved next door to us, I would want my family to move. YES NO

2. All rich people are mean. YES NO

3. This country should have all white people in it. YES NO

4. People from Mississippi are dumb. YES NO

5. Children who obey the teacher are trying to be "teacher's pet." YES NO

6. I don't like to sit next to someone whose race or color is not like mine. YES NO

7. Some Indians are bad. YES NO

8. All children of the same color should go to their own school. YES NO

9. All people who do not like me are stupid. YES NO

10. I like to go to the movies with people who look like me. YES NO

Part II:

1. We sometimes make another child the "goat" by picking on him. (True or False -- underline the one you think it is.)

Fill in the blanks:

2. If we think _____ thoughts about someone who is different from us, we may be making him the "goat."

3. When I fight with someone different from myself, I may be making him the "_____."

Now, take this test to the teacher.

"WHO'S THE GOAT?"

MAIN IDEA: Scapegoating may be defined several ways.

Sub-Ideas:

I. Scapegoating can be thinking bad thoughts about someone who is different.

II. Scapegoating can be "picking on" or fighting with someone who is different.

Behavioral Objectives:

1. By playing with a person of a different color, you should be able to tell whether you feel any different because he was not like you or didn't play like you.

2. From checking all quarrels and fights you see on the playground, or coming to and from school, you should be able to tell what caused the fight and how it could have been stopped before it was started.

LESSON 1

Sub-Idea:

Scapegoating can be thinking bad thoughts about someone different.

Behavioral Objective:

By playing with a person of a different color you should be able to tell whether you feel any different because he was not like you or didn't play like you.

Learning Activities:

When you go out on the playground today, think about all the children who are different from you and tell how you feel about them. Think about all the bad things you hear other children say about them.

Read these sentences. Circle the number of the ones which hurt your feelings. Tell your teacher about the sentences which hurt you most.

Sentences

1. You are mean because you are white.
2. All black people talk too loud.
3. White children are stupid.
4. White children make me sick.
5. All children who wear glasses are kooks.
6. Black people act silly.
7. White children think they are so great.
8. All children who obey are nice.
9. Black children show off all the time.
10. White children are smarter than black children.

LESSON 2

Sub-Idea:

Scapegoating can be "picking on" and fighting someone who is different.

Behavioral Objective:

From checking all quarrels and fights you see on the playground, or coming to and from school, you should be able to tell what caused the fight and how it could have been stopped before it was started.

Learning Activities:

Look at the pictures on this page and on the next page. Which ones do you think might cause a fight? Circle those pictures which would not cause a fight.

Here are some pictures of black and white children. Which ones do you think would pick a fight with you? Why? Put an X on the ones you choose. Explain to your teacher why you choose the children you put an X on.

SELF-TEST

To see if you have learned something about "scapegoating," take this test.

1. We sometimes make another child the "goat" by picking on him. (True or False -- underline the one you think it is.)

Fill in the blanks:

2. If we think _____ thoughts about someone who is different from us, we may be making him the "goat."
3. When I fight with someone different from myself, I may be making him the "_____."

Now, turn this page around to check your answers. You should get all correct answers. If you missed any, see your teacher. She will help you.

Answers:

1. true
2. bad
3. goat

QUEST

Think about something you can do to help you learn more about scapegoating.

Now it is time to ask your teacher for the POST-TEST.

UNIPAC EVALUATION

1. Put an X in the box you choose for your answer:

   a. Did you like this Unipac? ☐ yes ☐ no

   b. Would you like to do another Unipac? ☐ yes ☐ no

2. Write down, or tell your teacher what you would do to this Unipac to make it better.

_____

_____

_____

_____

Take this page to your teacher. DO NOT SIGN YOUR NAME.